

Six Mile Elementary

777 N Main St
Six Mile, SC 29682

Grades	PK-5 Elementary School	
Enrollment	510 Students	
Principal	R. Clifton Alexander	864-868-2352
Superintendent	Dr. Lee M. D'Andrea	864-855-8150
Board Chair	Mrs. Shirley Jones	864-855-1459

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	42	39	3	0

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 14 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	Yes
2004	Good	Below Average	Yes
2005	Good	Below Average	Yes
2006	Good	Average	No

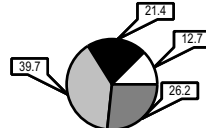
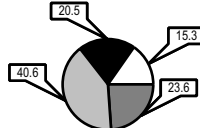
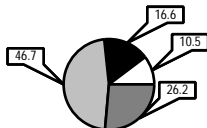
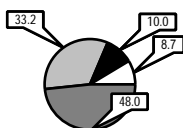
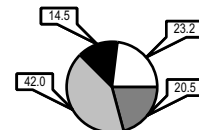
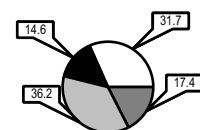
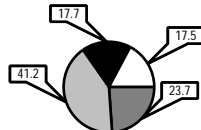
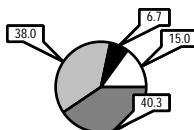
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	239	96.2	7.7	33.6	48.2	10.5	72.3	Yes	Yes
Gender									
Male	120	95.0	10.2	37.0	46.3	6.5	68.5	N/A	N/A
Female	119	97.5	5.4	30.4	50.0	14.3	75.9	N/A	N/A
Racial/Ethnic Group									
White	235	96.2	7.8	33.5	48.2	10.6	72.5	Yes	Yes
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	195	100.0	4.3	29.9	53.5	12.3	79.7	N/A	N/A
Disabled	44	79.5	27.3	54.5	18.2	0.0	30.3	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	239	96.2	7.7	33.6	48.2	10.5	72.3	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	237	96.2	7.7	33.6	48.2	10.5	72.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	99	94.9	11.8	40.0	41.2	7.1	67.1	Yes	Yes
Full-pay meals	140	97.1	5.2	29.6	52.6	12.6	75.6	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	239	97.9	9.8	46.4	26.8	17.0	60.7	Yes	Yes
Gender									
Male	120	96.7	7.3	44.5	26.4	21.8	64.5	N/A	N/A
Female	119	99.2	12.3	48.2	27.2	12.3	57.0	N/A	N/A
Racial/Ethnic Group									
White	235	97.9	9.9	46.4	27.0	16.7	60.8	Yes	Yes
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	195	100.0	5.9	44.9	29.4	19.8	67.9	N/A	N/A
Disabled	44	88.6	29.7	54.1	13.5	2.7	24.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	239	97.9	9.8	46.4	26.8	17.0	60.7	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	237	97.9	9.8	46.4	26.8	17.0	60.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	99	97.0	11.5	51.7	26.4	10.3	49.4	Yes	Yes
Full-pay meals	140	98.6	8.8	43.1	27.0	21.2	67.9	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	239	100.0	15.3	40.6	23.6	20.5	44.1
Gender							
Male	120	100.0	13.2	38.6	24.6	23.7	48.2
Female	119	100.0	17.4	42.6	22.6	17.4	40.0
Racial/Ethnic Group							
White	235	100.0	15.4	40.5	23.8	20.3	44.1
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	195	100.0	9.1	40.1	26.7	24.1	50.8
Disabled	44	100.0	42.9	42.9	9.5	4.8	14.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	239	100.0	15.3	40.6	23.6	20.5	44.1
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	237	100.0	15.3	40.6	23.6	20.5	44.1
Socio-Economic Status							
Subsidized meals	99	100.0	20.0	42.2	20.0	17.8	37.8
Full-pay meals	140	100.0	12.2	39.6	25.9	22.3	48.2

Social Studies							
All Students	239	100.0	12.7	39.7	26.2	21.4	47.6
Gender							
Male	120	100.0	12.3	34.2	25.4	28.1	53.5
Female	119	100.0	13.0	45.2	27.0	14.8	41.7
Racial/Ethnic Group							
White	235	100.0	12.8	39.2	26.4	21.6	48.0
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	195	100.0	7.5	38.0	29.9	24.6	54.5
Disabled	44	100.0	35.7	47.6	9.5	7.1	16.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	239	100.0	12.7	39.7	26.2	21.4	47.6
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	237	100.0	12.7	39.7	26.2	21.4	47.6
Socio-Economic Status							
Subsidized meals	99	100.0	16.7	42.2	25.6	15.6	41.1
Full-pay meals	140	100.0	10.1	38.1	26.6	25.2	51.8

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	74	100.0	8.6	20.0	57.1	14.3	71.4
	4	73	100.0	22.5	42.3	33.8	1.4	35.2
	5	74	100.0	25.0	40.3	23.6	11.1	34.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	83	96.4	2.6	26.9	51.3	19.2	70.5
	4	78	96.2	4.2	32.4	56.3	7.0	63.4
	5	78	96.2	16.9	42.3	36.6	4.2	40.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	74	100.0	5.7	65.7	18.6	10.0	28.6
	4	73	100.0	15.5	47.9	21.1	15.5	36.6
	5	74	100.0	26.4	40.3	20.8	12.5	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	83	98.8	5.0	48.8	27.5	18.8	46.3
	4	78	97.4	5.6	45.8	30.6	18.1	48.6
	5	78	97.4	19.4	44.4	22.2	13.9	36.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	74	100.0	18.6	40.0	32.9	8.6	41.4
	4	73	100.0	21.1	35.2	26.8	16.9	43.7
	5	74	100.0	27.8	29.2	19.4	23.6	43.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	83	100.0	12.3	50.6	24.7	12.3	37.0
	4	78	100.0	10.8	33.8	29.7	25.7	55.4
	5	78	100.0	23.0	36.5	16.2	24.3	40.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	74	100.0	4.3	44.3	31.4	20.0	51.4
	4	73	100.0	16.9	52.1	19.7	11.3	31.0
	5	74	100.0	31.9	34.7	13.9	19.4	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	83	100.0	4.9	39.5	33.3	22.2	55.6
	4	78	100.0	10.8	43.2	24.3	21.6	45.9
	5	78	100.0	23.0	36.5	20.3	20.3	40.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 510)				
First graders who attended full-day kindergarten	97.5%	Up from 96.0%	100.0%	100.0%
Retention rate	1.9%	Down from 3.6%	2.7%	2.8%
Attendance rate	96.9%	Up from 96.8%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.4%	Up from 0.5%	0.2%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	2.1%	Up from 0.9%	0.2%	0.0%
Eligible for gifted and talented	12.7%	Down from 13.3%	14.5%	10.4%
On academic plans	26.0%	N/AV	28.0%	33.6%
On academic probation	0.0%	N/AV	0.0%	1.0%
With disabilities other than speech	9.9%	Up from 9.0%	7.3%	7.5%
Older than usual for grade	0.0%	Down from 0.2%	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
Teachers (n= 30)				
Teachers with advanced degrees	63.3%	Down from 64.5%	55.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	1.7%	N/A	2.3%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	90.5%	Up from 87.7%	88.8%	87.3%
Teacher attendance rate	95.0%	Up from 94.5%	95.2%	94.9%
Average teacher salary	\$45,960	Up 0.2%	\$42,944	\$42,485
Prof. development days/teacher	19.0 days	Up from 13.6 days	12.5 days	13.3 days
School				
Principal's years at school	1.0	Down from 4.0	6.0	4.0
Student-teacher ratio in core subjects	21.5 to 1	Down from 22.2 to 1	19.4 to 1	18.6 to 1
Prime instructional time	90.9%	Up from 90.1%	90.3%	89.7%
Dollars spent per pupil*	\$6,688	Up 2.6%	\$6,096	\$6,557
Percent of expenditures for teacher salaries*	56.5%	Down from 59.0%	64.7%	64.0%
Percent of expenditures for instruction*	59.1%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.4%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Six Mile Elementary Family continued to provide a quality education that encouraged achievement for all students in a safe and caring environment. Our mission statement reflects the cooperative effort of students, teachers, and parents as they worked to improve education for all at SME. As an NAIE Inviting School that is literacy-centered, Six Mile continued to work as an ambassador for improved educational practices. Six Mile Elementary implemented Write From the Beginning as part of a district initiative to improve student writing. The school's professional development plan was revised to raise the bar in literacy and mathematics instruction and assessment. The faculty and staff continued to use the Edu-Test diagnostic program to align instruction and assessment with curriculum standards and the PACT. Teachers met monthly for professional development using Marcia Tate's 20 Literacy Strategies That Engage the Brain. Daily common planning time was continued for teachers on each grade level to promote collaboration. Teachers went to numerous workshops and conferences throughout the school year to keep abreast of the latest research and best practices in various subject areas. All teachers at Six Mile Elementary are Highly Qualified and six teachers are National Board Certified. Students benefited from the Achieve Now learning games in our PlayStation Learning Lab. All of these improvement initiatives were in addition to the number of innovative programs already in place at Six Mile Elementary including an after-school remediation program; Academic Achievement awards programs and pep rallies; Words of Wisdom Character Education Program in partnership with Chick-fil-A; PTO family nights focusing on reading, writing and science; Author Visits and plays; Accelerated Reader Program and AR Banquet; active School Improvement Council and PTO; comprehensive art, music and physical education programs; and a comprehensively challenging and actively interactive curriculum. In 2005-06, 100% of our students completed service-learning projects both on and off campus. In addition, students contributed to area charities including Country Santa, March of Dimes and United Christian Ministries. Parent volunteers continued to play a vital role at SME, evident in the fact that over half of our parents became volunteer-trained this year. The large number of trained parents allowed us to start a comprehensive tutoring program led solely by volunteers. The SIC, PTO and parent volunteers continued to support the school with physical improvements and landscaping. Matching funds from the school district and PTO provided our school with new clocks school-wide, new furniture for our Nurse's Station and new Parenting Center, new tables for our two computer labs and our first Smartboard. The school district also replaced all of the lights within our school as well as upgraded our HVAC system. These efforts show that community collaboration is the key to school success. Six Mile Elementary continues to be a caring community school that promotes the development of the whole child while meeting rigorous new academic standards.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	75	60
Percent satisfied with learning environment	100.0%	94.6%	93.3%
Percent satisfied with social and physical environment	100.0%	98.6%	95.0%
Percent satisfied with school-home relations	97.0%	90.5%	93.3%

*Only students at the highest elementary school grade level at this school and their parents were included.